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ABSTRACT

This publication contains a 216-question multiple-choice assessment test that is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. In addition to the test questions, the booklet contains a separate sheet for recording responses to the questions, a key to the correct answers, and instructions for creating a profile of each respondent's knowledge of the various critical competencies the test is designed to assess. (JG)

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NEW FORM

KNOWLEDGE ASSESSMENT TEST ©

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(KAT-NF)

A New Test

For Assessment of Professional Supervisory Competencies

By Kenneth E. McIntyre and E. Wailand Bessent

Adapted from an Original Test
Constructed by Narveline Drennan
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Revised 1976

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EA 008 407

Directions: Using the Knowledge Assessment Test Booklet, respond to each of the 216 numbered items, selecting the one best option. Record the letter of the option you select in the parentheses ( ) following the item number on the Self-Scoring Work Sheet (KAT-1). Do not write on the test booklet.

Directions for self-scoring will follow completion of all items on the work sheet.

1. The supervisor's primary responsibility as a leader is

   a. to offer instructional support to students and teachers to assure an education for all

   b. to exert a forceful leadership style for others to follow

   c. to keep a low profile by working behind the scene, helping teachers as they request assistance

   d. to assist in achieving the goals of the organization by stimulating instructional improvements

2. When a supervisor and a group of teachers are engaged in the production of a taxonomy of education objectives, they are

   a. classifying teaching objectives

   b. specifying learning activities

   c. evaluating teaching objectives

   d. writing educational objectives

3. The first systematic stage in the decision-making process is that of

   a. setting goals and objectives

   b. selecting a solution strategy

   c. analyzing decision-making roles

   d. classifying and defining the problem

4. Which of the following educators is closely associated with classifying behaviors and developing a taxonomy of educational objectives?

   a. Weber

   b. Bloom

   c. Mager

   d. Flanders

5. Assuming learning objectives have been specified, the next task for the curriculum planner is

   a. delineating educational goals based on the objectives

   b. relating learning activities to the objectives

   c. selecting learning materials keyed to the objectives

   d. developing test items for objectives

6. In fully individualized instructional programs, teachers will

   a. eliminate all intra-class groups

   b. spend nearly all the time working with individuals

   c. utilize intra-class grouping, tutoring, and independent study

   d. develop a different learning packet for every student for every class period

7. A student's mark (or grade) is a judgment of his progress compared with some standard. Which of the following standards most nearly reflects how well a student measures up to his potential?

   a. a student compared with his classmates

   b. a student's present success compared with his own past performance

   c. a student's performance on a criterion-referenced test

   d. a student compared with a national norm of students on his grade level

8. Compared with criterion-referenced tests, norm-referenced tests are more appropriate for

   a. testing students' mastery of an individual teacher's objectives

   b. measuring highly detailed and specific learnings

   c. technical training programs in general

   d. testing a broad domain of behavior by sampling

9. Students with almost identical total reading achievement scores on a standardized test should be

   a. placed in the same reading class

   b. given the same basal text in reading

   c. diagnostically analyzed and given reading assignments individually prescribed

   d. placed in the same ability group unless their IQ's are different

10. In evaluating learning materials for possible selection, one should consider <u>first</u> the recommendations of

   a. teachers who will use the materials

   b. a nationally-recognized materials directory

   c. authorities on learning materials

   d. librarians in the district

11. In evaluating texts or workbooks to be used, the <u>least</u> important factor in the selection criteria is

   a. the copyright date

   b. the validity of the content

   c. the cost of the book

   d. the preferences of the teachers

12. The first step toward determining the effectiveness of new learning materials is to

   a. try out the materials with a small number of students

   b. compare the new materials with other materials that have been effective in the past

   c. use the activities suggested by the developers of the materials

   d. outline specific objectives for the use of the materials

13. What is the most important factor in evaluating the use of instructional materials?

    a. Did the students enjoy using the materials?

    b. Are there other ways of using the materials to improve learning?

    c. Did the materials do the job expected?

    d. Did the teachers like the materials?

14. The first phase in the development of instructional material is

    a. determination of costs

    b. formulation of objectives

    c. operations analysis

    d. assignment of responsibilities

15. A device that briefly flashes an image onto a screen and is usually used for perceptual training, such as increasing the ability to make visual discriminations quickly, is called a (an):

    a. tachistoscope

    b. microprojector

    c. stereograph

    d. opaque projector

16. Which of the following factors would probably be most related to the effectiveness of a reading program?

    a. availability of the newest machines in the reading field

    b. a basal reader for every child

    c. level of expenditures for reading materials and equipment

    d. abundance and variety of reading materials

17. There is evidence that enrichment materials are used most extensively with

    a. students making rapid progress through a program

    b. slower students working through a program

    c. students in the lower grades

    d. students in junior and senior high school

18. Teachers may state any of the following as reasons for not using learning materials regularly. Which stiuation can be most readily corrected?

    a. Students do not have a quiet place to work on the materials.

    b. Teachers do not have sufficient diagnostic data to match the materials to the student.

    c. Not enough aides were hired to duplicate materials.

    d. Borrowing regulations limit use of the materials to a few weeks, thus prohibiting familiarization and extensive use.

19. Of the following reasons for hiring additional staff in a new program, which one is the best justification:

    a. the desires of the existing staff

    b. the availability of qualified applicants

    c. the specialized needs of the program

    d. the size and complexity of the program

20. A test used for selection purposes is most likely to be biased if

    a. an identified segment of the population does poorly on it

    b. it predicts that certain individuals will not succeed

    c. it predicts that certain individuals will succeed

    d. it under-predicts the desired behavior of an identified segment of the population

21. Once the decision has been made to hire new personnel, the next step is

    a. to determine criteria to be used in selecting them

    b. to determine likely sources of prospective applicants

    c. to interview qualified persons

    d. none of the above

22. Listed below are several sources of possible applicants for a staff position in a school district. Which is considered the least useful source?

    a. former employers

    b. private placement agencies

    c. university professors in the appropriate field

    d. other school districts

23. Which of the following types of tests or inventories would be least useful for selecting professional personnel for schools?

    a. general knowledge

    b. verbal ability

    c. personality

    d. professional knowledge

24. In interviewing applicants for a staff position, the administrator/supervisor should avoid

    a. following a structured interview guide

    b. drawing conclusions about the applicant's character

    c. asking factual questions

    d. all of the above

25. Before assigning personnel to a new program, the administrator should first

    a. contact several placement offices to get a pool of applicants

    b. assess the competency needs of the program

    c. decide whether presently employed personnel can be reassigned

    d. identify persons who desire to work with the new program

26. Evaluations used as the basis for reassignment within an organization are

    a. restrictive

    b. formative

    c. summative

    d. all of these

27. In reassigning currently employed personnel to achieve instructional improvement, the supervisor should first

    a. consider reassigning the more experienced personnel

    b. consider reassigning the persons who desire a change

    c. consider reassigning personnel with observed weaknesses in instructional practices

    d. consider reassigning personnel with observed strengths in instructional practices

28. To insure relevance in curriculum changes, the educational process should begin with a valid needs assessment that consists of

    a. planning based on relevant issues in the curriculum improvement process

    b. careful study of discrepancies between goals and attainments

    c. assessment of teachers' opinions concerning what is relevant

    d. assessment of students' opinions concerning what is relevant

29. Changes in instruction facilitated by peer tutoring, self-paced instructional devices, and teacher aides are referred to as

    a. organizational changes

    b. functional changes

    c. physical changes

    d. structural changes

30. A proposal for change in an educational program can be more readily acceptable if it is based primarily on an examination of

    a. the strengths and weaknesses of the existing program

    b. the success of the change in other districts

    c. complaints from those involved in the existing program

    d. proposals presented by experts

31. Force-field analysis does <u>not</u> involve which one of the following

    a. identifying driving and restraining forces

    b. determining points of entry

    c. defining the problem for those who are involved in the change

    d. weighing magnitudes of the various forces

32. People who try new approaches and find themselves unsupported by the organization and unrewarded for their effort usually

    a. work harder to gain acceptance for their endeavors

    b. resist changes in programs initiated by others

    c. give up their innovative efforts

    d. seek employment in a more supportive and rewarding environment

33. Difficulties often encountered when an experimental program is adopted and installed in a non-experimental situation are classified under which heading?

a. construct validity

b. external validity

c. predictive validity

d. reliability

34. When implementing a structural or functional change in a system, many of the normal mechanisms and channels of communication may be disrupted. To compensate for this, the supervisor should make the greatest use of

a. written communications

b. face-to-face discussions

c. persuasion by recognized authorities on the subject

d. group assemblies where all the staff get the same information at the same time

35. In experiments involving people, the mere fact of being singled out, involved, and given attention in the process of change often is all that is needed to increase performance. This is known as

a. the Getzels-Guba Theory

b. Behavior Modification

c. the Halo Effect

d. the Hawthorne Effect

36. You are explaining to a group of teachers several procedural and role changes in a new instructional program. You will be able to communicate your ideas to the group most effectively by

a. announcing the changes and asking for questions

b. making a formal oral presentation of the changes, in considerable detail

c. utilizing visual and graphics along with an informal oral presentation and discussion

d. announcing the changes and handing out a written report of the details

37. In compiling information for a resource directory, the planners should be <u>least</u> concerned with

a. identifying and prioritizing needs

b. providing essential information on key services

c. building in an automatic revision process

d. listing all services

38. Eight-year-old Mark has been having learning difficulties in all of his classes. His teachers, however, have not been able to determine the source of his problems. This situation calls for the services of a

a. psychometrist

b. resource teacher

c. psychiatrist

d. counselor

39. Specialized personnel from outside the system can make valuable contributions to an in-service program; however, a problem that most often limits the effectiveness of outsiders is

a. expectations that are too high

b. inadequate materials and equipment

c. inadequate training

d. lack of follow-through by administrators and supervisors inside the system

40. In providing evaluative feedback, it is <u>least</u> desirable to

a. focus feedback on the behavior rather than on the person

b. focus feedback on description rather than judgment

c. focus feedback on telling the evaluatee what his/her strengths and weaknesses were

d. focus feedback on data pertaining to goal related problems

41. In a small school system, it is most feasible to coordinate the special services through

a. a regional service center

b. a local building materials center

c. a central office resource center

d. a service center operated by the county superintendent

42. In recruiting and providing special services, the supervisor's <u>first</u> consideration is

a. the available budget for the service

b. the attitudes of teachers toward the service

c. the reliability of the service

d. the specific services needed

43. The main reason for the establishment of special education cooperative planning regions is

a. to standardize curriculum

b. to promote intervisitation

c. to improve instructional standards

d. to pool and share special services

44. Of the following criteria for determining the probable usefulness of a specialized service, the supervisor is most concerned with

a. the past record of the service

b. the target population of the service

c. the location of the service

d. the personnel associated with the service

45. The best way to collect information quickly about the use of a specialized service is via use of

a. an open-ended response sheet

b. a check list

c. a descriptive analysis form

d. a rating scale

46. After identifying the supporting services that are provided within a school district, the supervisor should, in order to coordinate the services, determine

a. who is delivering the services

b. who is using the services

c. when the services are being used

d. all of the above

47. In describing the Flanders system of interaction analysis, which statement below is not true?

a. All statements that occur in the classroom are categorized in one of three sections.

b. The Flanders system deals with verbal and physical behavior that occurs in the classroom.

c. The Flanders system gives attention to the amount of freedom the teacher grants to students.

d. All teacher statements are classified first as indirect or direct.

48. The supervisor's primary responsibility while instructing teachers to use various observation instruments is to get the teachers to

a. describe observed behavior accurately

b. interpret observed behavior in terms of its acceptability

c. understand the difference between good and bad instruction

d. analyze observed behavior

49. Behavioral objectives specify the anticipated change, the conditions under which this change is to take place, and

a. an analysis of activities

b. the short-range goals

c. the materials to be used

d. a standard of minimum performance

50. You are helping a teacher formulate and implement an individual growth plan extending over several months. Your first task is to help the teacher

a. set target dates for various steps in accomplishing his/her goals(s)

b. write a specific statement of his/her long-range and intermediate goals

c. set up guidelines for monitoring his/her progress over the months

d. write down several short-range objectives

51. To increase the likelihood that the outcomes of an in-service training session will be reached, the supervisor should begin by

a. meeting with teachers to reach consensus on expected outcomes

b. polling the teachers on what they would like to do

c. identifying outstanding consultants

d. being sure each teacher receives a list of expected outcomes for the session

52. In designing an in-service program for teachers, the supervisor should be concerned primarily with

a. "We have a two-day workshop scheduled for August 23-24"

b. "Teachers seem to prefer small-group discussions"

c. "Observation data indicate that we aren't individualizing instruction as much as we had planned to."

d. "We can get Mr. Jackson to work with us next time."

53. Which of the following statements is true of brainstorming if it is properly used?

a. a relatively few points are examined in depth

b. participants are asked not to make evaluative comments about others' contributions

c. the group leader presents several suggestions and asks for group members' reactions

d. small groups discuss some important new idea and report their conclusions to the group as a whole

54. A leader is likely to be more effective if he recognizes that democratic and autocratic leadership styles

a. are equally effective in certain organizations

b. take about the same amount of time

c. generate different and predictable responses among group members

d. all of the above

55. Which of the following activities <u>best</u> provides training for the potential leader?

a. role playing in a leadership capacity

b. group discussion about leadership training

c. brainstorming about leadership training

d. an exemplary demonstration by a well-known leader

56. You are conducting a training session for potential leaders. The <u>best</u> way to elicit evaluative feedback from the participants is by

a. distributing reactionnaires at intervals during the session

b. providing a question-answer period at the end of the session

c. encouraging participants to give you their opinions individually at their convenience

d. providing an evaluation sheet at the end of the session

57. The supervisor may utilize a variety of media to disseminate information about proposed changes in a school program or practice. Which of the following would be <u>least</u> effective?

a. announcement on the public address system

b. article in the school newspaper

c. announcement placed in teachers' mail boxes

d. announcement placed on the bulletin board near the teachers' mail boxes

58. Researchers have found that the public is most often stimulated to take greater interest in the school after

a. an article in the newspaper

b. an announcement on a television news program

c. a school-community survey

d. a speech at a local service club

59. A supervisor describes to a group of teachers several situations that provide opportunities for initiating public contacts. Which situation listed below offers the <u>best</u> opportunity for a favorable contact?

a. The teacher tells parents at "Back to School" night that they are always welcome to visit her class.

b. The teacher keeps parents informed of their children's problems by sending reports of unsatisfactory work every two weeks.

c. The regular meeting of the PTA is scheduled. The classroom advisor calls several of the parents to remind them of the meeting.

d. Joe is an average student in a teacher's class. For the past six weeks, he has been doing unusually good work in class. The teacher calls Joe's mother and tells her of his good work.

60. The <u>least</u> effective way to establish and manage a program for school volunteers is by

a. establishing a system for the formative evaluation of volunteer services

b. utilizing a variety of media to recruit volunteers

c. preparing a training manual for volunteers

d. asking PTA groups to coordinate the project

61. The best way to disseminate information to parents about the school volunteer program would be to

a. send information packets home with each student

b. place an article in the local newspaper

c. have information available in the principal's office

d. send information to parents who express an interest in volunteer activities

62. Volunteers from the community should <u>not</u> be used in which of these tasks:

a. to assist the librarian by processing and mending books

b. to assist teachers by scoring objective tests

c. to assist the principal by serving as monitors while students are passing to classes

d. to assist teachers by tutoring individual students

63. Which of the following would be the most valid way of getting a representative sample of community opinion:

a. to ask for a show of hands on several questions at a PTA meeting

b. to ask local civic club members to fill out an opinionnaire

c. to interview every tenth person in the community directory

d. to send opinionnaires home with students and ask that the parents mail back the completed forms

64. Which of the following statements is true:

a. Individual school board members possess more authority than does the average citizen.

b. School district boards are actually agents of the state.

c. Fiscally independent local school districts receive no financial aid from the state.

d. The official authority for the improvement of education in a local school district is the superintendent.

65. If parents and other members of the local community have demonstrated concern in the past about certain textbooks being used in various subject areas, probably the best response would be to

a. employ a consultant to advise the selection committee

b. get parents and other members of the community to serve on a lay textbook committee to make recommendations to the official textbook committee of teachers and administrators

c. discontinue use of the controversial books until agreement on their use is achieved

d. use other books with children whose parents object to the books currently used

66. A group leader can foster better participation by members of the group if he/she

a. calls on individuals to participate in some sytematic pattern

b. gets the discussion started but then avoids further direct involvement

c. takes a stand on the issues involved, at the beginning of the discussion

d. draws out the more reticent members when sensing that they have a contribution to make

67. Which of the following would be least likely to provide appropriate evidence for a teacher in stating his/her instructional objectives in a skill area:

a. students' performance on a standardized diagnostic achievement test

b. results of systematic observations of students' classroom performance by the teacher

c. students' expressions of what they would like to do

d. students' performance on one or more teacher-made tests

68. Goals should be made explicit by stating criteria acceptable in determining

a. when the goals should be implemented

b. when specific objectives are needed

c. when the goals have been attained

d. the effect of the goal-setting process

69. Read the following item and identify the type(s) of objective(s) it contains.

When the teacher asks, "Is this object (holding up an object) red or yellow or blue?", the learner will be able to tell, within three seconds, whether a geometric object is red, yellow or blue.

a. This item contains a naming objective.

b. This item contains an identifying objective.

c. This item contains both a naming and an identifying objective.

d. This item contains neither a naming or an identifying objective.

70. A basic principle guiding instructional planners in sequencing learning units is

a. that aural learning precedes visual learning

b. that social learning precedes motor learning

c. that discovery learning precedes applications

d. that simple and concrete learnings precede complex and abstract learnings

71. Which type of question is this: "Give the four causes of the War of 1812."

a. recognition

b. recall

c. application

d. synthesis

72. Most educators agree that it is not desirable--and probably not possible--to grade students on their accomplishment of goals in

a. the affective domain

b. the cognitive domain

c. the psychomotor domain

d. all of the above

73. Following the selection and adoption of a new textbook, instructional planners may need to revise the course of study to

a. be sure text content and grade assignments of content are uniform

b. reflect goals inherent in the textbook

c. assist teachers in utilizing text materials selectively

d. eliminate references to source materials that differ from text content

74. In selecting criterion levels for evaluating student outcomes, it is necessary to keep which of the following factors in mind:

a. the nature of the task

b. the required performances in subsequent tasks

c. the level of specificity with which task is stated

d. all of the above

75. The final decision about books to be selected for the school library should be based primarily on

a. a book selection policy statement

b. the desires of parents

c. special requests by teachers and students

d. the principal's approval

76. The one most important factor to consider when assessing new learning materials is

a. evaluative criteria

b. cost

c. currency

d. availability

77. When the supervisor is working with teachers on the adoption of new textbooks, the most important thing for the supervisor to do is to

a. prepare a summary of the outstanding features of each text to be considered

b. appoint a committee of teachers to evaluate the books to be considered

c. retain the right to make the final decision, after considering suggestions from all appropriate sources.

c. consider the recommendations of authorities in the field

78. A programmed learning packet should include

a. a set of objectives, a pretest, and timetables

b. a pretest, lecture notes, and self-assessment items

c. instructions on a tape or a record, a list of materials to be used, and a set of objectives

d. a list of materials to be used, a set of objectives, and self-assessment items

79. When producing written materials for use by pupils, the teacher's <u>first</u> concern should be

a. content

b. vocabulary

c. scope and sequence

d. activities

80. An effective solution to the bulk problem involved in providing individualized materials is the use of

a. microfiche

b. programmed materials

c. card files

d. the library

81. Most teachers will be helped immensely if the selection of materials for a school district or for a particular grade level has been based on careful appraisals with certain criteria in mind. Which of the following is the least important selection criterion?

a. Is this the best material of its type?

b. Will this material provide the best available experience?

c. Is this material inexpensive enough to be used extensively?

d. Are there good follow-up activities provided?

82. The practicality of a measuring instrument is not determined by

a. its cost

b. its scoring ease

c. its complexity

d. its date of publication

83. The person most responsible for improving the utilization of learning materials should be

a. the librarian

b. the principal

c. the supervisor or instructional coordinator

d. the resource specialist

84. Recruiting additional staff for a school is least justified if

a. the school is large and diversified

b. new positions have to be created

c. there is a large pupil-teacher ratio

d. there is differentiated staffing

85. The primary purpose of a job description is to

a. attach functions to positions

b. define special requirements of a position

c. indicate a list of characteristics considered desirable in an applicant

d. prevent encroachments on others' jobs

86. The first step in the process of hiring or reassigning staff members is to

a. assess the capabilities of prospective and currently employed personnel

b. contact reliable sources for qualified applicants

c. assess the competency needs of the organization

d. assess the desires of currently employed personnel

87. Of the following procedures for getting information about prospective staff employees, which of the following is most useful and dependable

a. letters of recommendation written by current and former employers

b. rating scales filled out by current and former employers

c. letters of application written by applicants

d. telephone calls to applicants' current and former employers

88. You are looking over the letters of recommendation sent to you concerning an applicant for a coaching position in your school district. You are least impressed by the

a. recommendation by one of the applicant's former employers

b. recommendation by the minister of the applicant's church

c. recommendation by one of the applicant's professors in college

d. recommendation by the applicant's high school coach

89. The research on interviewing reveals that

a. as it is usually done, it has very little predictive validity

b. it is the most dependable source of insights into applicants' commitments, character, and values

c. it is the best way to get factual information about applicants

d. it is a practical way of reducing the applicant pool to a small number

90. Studies of the relationship between teaching experience and teaching effectiveness tend to indicate

a. a fairly high correlation throughout teaching careers

b. no correlation at all

c. a low positive correlation for the first few years of teaching

d. a low positive correlation, after the first few years of teaching

91. Seniority in the school system should be a primary consideration in reassigning personnel, according to most

a. school superintendents

b. teachers' organizations

c. instructional supervisors

d. professors of educational administration

92. In discussing staff reassignments with the principal, the supervisor should

a. suggest reassigning the staff members who are experiencing difficulties in their current positions

b. make a list of reassignments based on his/her observations in the various classrooms

c. try to reach consensus on reassignment decisions

d. suggest reassignments based on staff members' preferences

93. The major consideration for making changes in the existing structure of an educational system should be a response to

a. trends and innovations in the field of education

b. requests by teachers and expressions of their commitment to the change

c. needs clearly delineated by that system

d. recommendations by experts in the structure of educational organizations

94. In developing organizational charts to represent formal relationships among staff,

a. a "flat" organizational structure is generally best

b. several different types of lines can represent different kinds of relationships

c. a "tall" organizational structure is generally best

d. the controlling person for each specific type of decision should be clearly designated

95. According to the literature on change, which of the following is not true:

a. Individuals and organizations have many built-in impediments which make change exceedingly difficult to accomplish.

b. A change, once introduced and adopted, tends to become institutionalized.

c. Change is more likely to be accepted if it is presented in a context like the local one.

d. Acceptance of change (by superintendents, for example) is affected by the social network and the influence of others who have made the change.

96. The least acceptable reason for rejecting an innovative school program is that

a. it is new and untested

b. it would require major adjustments in other parts of the system

c. it would be very costly to implement

d. it is presented by persons new to the school district

97. The diffusion of which of the following innovations would be most easily accomplished in a traditionally-graded program?

a. use of spelling kits

b. use of flexible scheduling

c. use of mastery teaching, with criterion-referenced tests

d. use of team teaching

98. The usual form of staff justification for most school districts is

a. the number of courses offered

b. an annual needs assessment

c. the pupil-teacher ratio

d. an arbitrary decision of the school board

99. You are preparing a written report intended to assist a variety of staff personnel perform their tasks more effectively. Your report should be characterized by

a. strong, forceful language, with emphasis on everyone doing his/her part

b. brevity, clarity, simplicity of language, with concrete illustrations

c. carefully detailed directions and ample elaboration on the "whys" as well as the "whats" and the "hows"

d. complimentary phrases, encouraging words, and an expressed faith that the job will be done well

100. The most effective means of obtaining evidence concerning the use of a new program or new practice is by

a. measuring change in the behavior of the students using the new program or new practice

b. consulting with the principal about the use of the new program or practice

c. actually asking the teachers whether or not they are using the new program

d. tabulating the frequency of use of the new practice as a result of direct observation

101. Often a change in a school program may result in a need for role and procedural changes in other programs. Which approach would be most likely to prevent problems from arising?

a. systems approach

b. field approach

c. Thompson approach

d. Campbell approach

102. In compiling a directory of specialized school services, the supervisor will find it unnecessary to include

a. a brief description of each service listed

b. an alphabetical listing of the services

c. the address and phone number of the service

d. a list of suggestions concerning how the service could be most effectively used in various situations

103. In seeking to enhance the instructional program through the use of specialized personnel, the teacher should be guided most by

a. the availability of such personnel

b. the age level of the students

c. the release time given for planning

d. an assessment of the needs of the students

104. The use of specialized personnel to perform services for a school can be <u>least</u> justified in a situation where

a. the teachers feel threatened by outside assistance in the classroom

b. a needs assessment has not been performed

c. the costs might require a reallocation of funds

d. the school is small and has an adequate teaching faculty to perform the usual instructional tasks

105. Orientation activities for support personnel should focus on

a. familiarizing the support personnel with the needs of the recipients

b. maximizing the interpersonal relations of support personnel with the recipients of the services

c. providing the support material with a positive image of the school system

d. helping teachers see the need for using support personnel from within or outside the district

106. When selecting from a limited number of alternatives, the decision maker should choose the alternative

a. that is based on newest trends in education

b. that will not require changes in other parts of the organization

c. that has probable consequences that are related to stated goals

d. that reduces the chances of resistance

107. The primary purpose of structuring the tasks of support personnel is to

a. provide an opportunity to measure the outcome of the support person's service

b. provide an opportunity for establishing group goals

c. help relate the needs of the recipients with the strengths of the support person

d. help the support person establish rapport with the persons who will receive his/her service

108. The best time to provide evaluative feedback is

a. immediately after the action

b. whenever a problem arises

c. whenever it is requested

d. during a designated period of evaluation at the end of a process

109. The primary purpose of setting up a service delivery schedule should be to

a. economize on the use of scarce resources

b. guide instructional activities and experiences

c. organize services for optimal instructional goal attainment

d. supply information on the use of services

110. Of the following special activities, the supervisor should be most involved with

a. observing instructional arrangements

b. working directly with students in general

c. providing instructional equipment

d. tutoring students with specialized needs

111. A large school system will be able to store and manage information about special services most efficiently by using

a. a computerized system

b. a card file system

c. a central library

d. a specially trained secretary

112. In order to improve supporting services, which type of effort would be most likely to produce the desired results?

a. major evaluation efforts and subsequent judgments by supervisors and administrators at the end of each school year

b. periodic feedback and corrective efforts during the school year

c. assessment by expert external evaluators as needed

d. self-evaluation by the personnel providing the services

113. The best way to gather data about the effectiveness of support services in a district is by

a. continuous monitoring and collecting feedback from the users of the services

b. having a central office person relate support services to product data annually

c. requesting teachers to send year-end reports of their use of the various services

d. inviting evaluators from outside the district to analyze effectiveness

114. Unstructured data are always

a. more qualitative than quantitative

b. easily arranged in patterns

c. easily counted and/or measured

d. factual as opposed to judgmental

115. A new individualized program is being implemented at the Newgate Elementary School this year. To evaluate this situation, you will find which of the following instruments most appropriate?

a. the Harris-McIntyre DORII

b. the Flanders IAS

c. the NEWCOG

d. the OScARI

116. During a post-observation conference with a teacher, the supervisor will find it least acceptable to

a. list the teacher's strengths and then his/her weaknesses

b. show the teacher objective data based on the observation

c. make specific suggestions for improvement

d. give the teacher a copy of notes made during the observation period

117. The systematic process of classroom observation has certain prerequisites. The first prerequisite is that

a. a controlled situation needs to be created

b. a purpose needs to be identified

c. information needs to be collected

d. the observation needs to be checked for reliability

118. Which of the following would be most appropriate for an initial visit to the classroom of a new teacher

a. the Teacher Question Inventory

b. the DORII

c. The Pupil Enthusiasm Inventory

d. the NEWCOG

119. In writing behavioral change objectives, the trainer should be concerned primarily with

a. the measurement of the proposed change

b. the method of accomplishing the proposed change

c. the intended outcome fo the proposed change

d. the acceptability of the proposed change

120. The PERT network is used primarily for

a. classifying

b. evaluating

c. implementing

d. planning

121. Before implementing a teacher self-evaluation program, a school district should provide each teacher with

a. a list of model teacher goals

b. frequent consultation services to help him specify his professional goals

c. financial or other incentives for enrolling in selected college courses

d. a critique of his teaching ability based on supervisors' observations

122. The supervisor will find that his/her in-service training session will be more productive if

a. he/she lets each participant in the session set up individual objectives

b. he/she stresses the importance of the training session and generally encourages professional participation and growth

c. he/she states in advance the expected outcomes for the participants

d. he/she allows each participant to develop his/her professional practices at his/her own rate

123. Included in random order in each of the items listed below are four major causes for ineffective in-service education programs. The correct prioritizing of major causes is found in item

a. inappropriate activities, lack of skills among program planners, inappropriate purposes and inadequate funding

b. lack of skills among program planners, inappropriate purposes, inadequate funding and inappropriate purposes

c. inadequate funding, lack of skills among program planners, inappropriate activities and inappropriate purposes

d. inappropriate purposes, lack of skills among program planners, inappropriate activities and inadequate funding

124. Of the following activities, the one <u>least</u> likely to lead to skill development is

a. demonstrating

b. discussing

c. role playing

d. guided practice

125. Which of the following would be most distorted by the presence of one unusually large numer?

a. mode

b. mean

c. median

d. all of the above would be equally distorted

126. Teachers tend to value which of the following most, when asked about sources of assistance:

a. fellow teachers

b. principals

c. supervisors

d. outside consultants

127. Which of the following is <u>not</u> characteristic of the laboratory approach:

a. participants produce data by dealing with a problem

b. problem situations are unstructured and open ended

c. the instructional unit is a group of people

d. the instructor has certain clearly defined purposes in mind before the training session begins.

128. Which of the following usually produces the best decisions in a small group?

a. decision by the designated leader

b. decision by the emergent leader

c. consensus

d. a vote of the group

129. Which of the following group activities would best produce spontaneous interaction among group members?

a. role playing

b. brainstorming

c. demonstrating

d. discussing

130. Which of the following managerial grid categories is most likely to produce the best results in the long run?

a. 1/1

b. 9/1

c. 9/9

d. 1/9

131. In organizing a training session for potential in-service leaders, the supervisor should not do which of the following:

a. provide a planning checklist for presenting in-service sessions

b. show a videotape of an in-service program

c. use micro-teaching techniques

d. ask a participant to lead the opening discussion

132. In providing feedback to participants in a leadership training session, the supervisor would find which of the following methods most effective?

a. discussing the results of the session in small groups

b. asking each participant to summarize in writing his thoughts on the session

c. discussing the results with the group as a whole

d. providing participants a checklist of possible results to complete

133. Which of the following tends not to be discovered in a survey of public knowledge and opinion concerning the local schools?

a. people know less about new school programs than school officials expect

b. there are more "no opinion" responses than school officials expect

c. fewer people know the names of school officials than the school officials expect

d. people have more factual knowledge about school programs than school officials expect

134. School personnel can best enhance their relationship with the public by

a. working closely with PTA officers and participating in PTA activities

b. initiating public contacts and communicating with people informally

c. disseminating favorable school information through newspapers, radio, and television

d. making frequent reports to the public through school publications

135. Which of the following statements is least defensible?

a. By showing concern for community attitudes and opinions, school administrators can improve those attitudes and opinions.

b. Community attitudes and opinions are so commonly unsound or biased that they should not influence decisions.

c. The people's attitudes and opinions should be known, whether or not they influence decisions.

d. Community attitudes and opinions should influence the decisions made by school administrators.

136. Which of the following is least appropriate for an orientation session for school volunteers?

a. show how volunteers' efforts contribute to the total school program

b. clarify the duties of the volunteers

c. make specific volunteer assignments based on requests by principal

d. distribute information packets listing information about volunteer opportunities and services

137. The main reason for involving parents and other interested citizens in an advisory capacity is that

a. they learn more about the schools in the process

b. they will be more likely to support the schools in the future

c. they will provide a sounding board for new ideas

d. they can help school personnel to make better policy decisions

138. When asked their opinions about school matters, which group tends to be most negative?

a. young parents of school children

b. school employees

c. older people who have no children in school

d. school children

139. Rating scales differ from checklists in that

a. they are reliable tools for observing performances and products

b. they purport to indicate the degree to which a characteristic is present

c. they are usually effective tools for improving performance

d. they deal with specific and well defined attributes

140. A "gee whiz" graph is one that makes a small difference (e.g., the difference between 41.2 and 43.3) look like a large one by

a. using units of 10 instead of 100

b. using units of 100 instead of 10

c. making the baseline zero instead of 40

d. making the baseline 40 instead of zero

141. The greatest weakness in most public opinion surveys, according to researchers, is

a. small numbers of respondents

b. lack of frankness on the part of respondents

c. improperly worded questions

d. unwillingness of respondents to take the time to be questioned

142. Goal setting is most productive when the planners

a. work together in one large group

b. work together in a number of small groups

c. bring prepared goals to the meeting for consideration and approval

d. vote on a list of alternatives presented by the group leader

143. Goals should be grouped and categorized as

a. acceptable goals and unacceptable goals

b. long-range goals and short-range goals

c. general goals and specific goals

d. simple goals and complex goals

144. In planning procedures for setting instructional objectives, the supervisor will find excellent ideas in a well-known book by

a. Flanders

b. Tyler

c. Mager

d. Piaget

145. Performance objectives should be stated specifically in terms of

a. activities to be engaged in

b. terminal outcomes to be achieved

c. materials and equipment to be used

d. principles of learning

146. The sequencing of instructional activities precludes the possibility of

a. randomness in learning

b. relating methods to goals

c. a step-ladder approach to learning

d. non-promotion of students

147. Teacher-made tests should avoid utilizing test items which

a. concentrate on recognition or recall of information

b. require application of new knowledge

c. require abstract reasoning

d. are based on cause-effect relationships

148. The most significant requirement in evaluating student achievement is

a. to know exactly what one is trying to measure

b. to know the students who are to be evaluated

c. to know the conditions under which the learning takes place

d. to know the instructional practices of the teacher of the students

149. When distributing curriculum materials for student use, the primary concern should be

a. the grade level of the students

b. the class median on standardized reading tests

c. performance levels and interest of the students

d. the desires and capabilities of the teachers

150. A teacher can measure student performance by using which of the following devices?

a. checklists

b. criterion-referenced tests

c. observation instruments

d. all of the above

151. Level of reading difficulty is <u>not</u> highly related to

a. number of words per sentence

b. number of syllables per word

c. number of abstract words per paragraph

d. number of sentences per paragraph

152. Which of the following observation guides has a major section directly dealing with learning materials?

a. the Teacher Behavior Inventory

b. the NEWCOG

c. the DORII

d. the Flanders

153. Of the following instruments which can be used for assessing the effectiveness of learning materials, the <u>best</u> one to reveal the <u>degree</u> of effectiveness is

a. the survey

b. the rating scale

c. the inventory

d. the reactionnaire

154. In assisting teachers in the production of learning materials, the supervisor would probably be least likely to succeed in producing

a. a set of dittoed worksheets designed for individual needs

b. a taped lecture

c. a laboratory simulation exercise

d. a set of coordinated transparencies

155. Well-written, carefully planned workbooks are helpful aids in the classroom. They are least effective, however, in

a. providing opportunities for students to practice skills independently

b. providing opportunities for students to display creative abilities

c. teaching large groups of students on a semi-individualized basis

d. providing needed assistance for a busy classroom teacher

156. Supervisors are generally expected to have satisfactory skills in operating various audio-visual equipment. Which of the following would be most appropriate behavior in operating an overhead projector?

a. stand next to the screen and draw attention to specifics with a pointer.

b. leave the machine turned "on," even when not in use, to keep the group's attention focused on the subject.

c. move the projector nearer to the screen in order to enlarge the image.

d. eliminate "keystone effect" by slanting the top of the screen inward

157. When evaluating the utilization of learning materilas, it is most difficult to determine

a. the extent to which students respond to the materials as intended

b. the extent to which teachers value the materials

c. the extent to which teachers use the materials

d. the extent to which the materials produce the desired results

158. The process of categorizing qualitative or unstructured data is called

a. item analysis

b. correlation

c. factor analysis

d. content analysis

159. The supervisor will be able to improve materials utilization most effectively by

a. providing extensive in-service training to teachers on the use of learning materials

b. consulting with the principal on how materials can be used in his/her school

c. suggesting that teachers use certain learning materials

d. periodically circulating materials among the teachers for use

160. Assuming that a budget is specified, the basic components of a well-written proposal are

a. available resources, activities, time line, evaluation

b. philosophy, values, goals, activities, evaluation

c. rationale, objectives, methodology, time line, evaluation

d. goals, objectives, activities, evaluation

161. In identifying criteria for selecting personnel, the selection committee could most appropriately focus on behaviors that are represented in which one of the following items that might appear on an interview guide:

a. ability to use oral language accurately

b. voice modulation

c. character

d. appearance

162. Organization charts are most appropriately used for

a. showing functions of staff members

b. showing interpersonal relationships among staff members

c. showing authority relationships among staff members

d. showing influence patterns among staff members

163. Tests of general knowledge, professional knowledge, or verbal ability tend to be most useful in the personnel selection process in

a. identifying the best prospect in a group of applicants

b. identifying applicants who are "too intelligent"

c. identifying some of the poorest risks in a group of applicants

d. identifying people who might have personality problems

164. Which of the following would be most appropriate, to increase reliability of information submitted by applicants for a position?

a. Schedule at least three interview sessions for each candidate with different interviewers

b. Schedule sessions involving one applicant and a group of interviewers

c. Schedule discussion sessions involving several applicants and one observer

d. Ask several persons who know the candidate to respond to specific questions and compare information.

165. Which of the following is <u>not</u> true, with regard to the selection of personnel:

a. the best predictor of what one will do in the future is what he/she has done in similar activities in the past

b. one interview with a candidate is more valuable than many telephone calls to the candidate's former employers

c. the reliability of a judgment about a candidate is largely a function of the number of consistent and relevant evidences bearing on the candidate's fitness for the position

d. actuarial predictions are easier to validate than are individual predictions

166. Which of the following would be the <u>least</u> appropriate in a needs assessment?

a. perceptions of program effectiveness

b. funds needed to accomplish a purpose

c. measures of student learning

d. clearly stated purposes

167. Which of the following is most influential in determining the costs of schooling in a local district?

a. supplies and equipment

b. pupil transportation

c. teacher-pupil ratio

d. number of administrators and supervisors in the district

168. The least significant contributor to improved performance by reassigned teachers is

a. assistance of fellow teachers

b. administrative support

c. salary adjustment

d. supervisory leadership

169. In assessing the effectiveness of a new program, which of the following would be most likely to constitute a spurious influence on post-test gains due to unfortunate guessing on the pre-test:

a. statistical regression

b. placebo effect

c. experimental mortality

d. concurrent history

170. Information about organizational arrangements, showing relationships and defining roles, can best be displayed via use of

a. a circle graph

b. a flow chart

c. a grid

d. a line graph

171. The justification of a proposed change in a program or practice should appear in the proposal's

a. objectives

b. goals

c. rationale

d. philosophy

172. When a pilot project is evaluated and found to be successful, several influences might have been present that would not be present when the program is assimilated into the regular program. Which of the following would be <u>least</u> likely to cause this kind of problem:

a. experimental mortality

b. random selection of experimental and control group subjects

c. statistical regression of low pre-test scores

d. Hawthorne Effect

173. The diffusion of innovations model used in the educational process has been used successfully in business and industry when changes are encapsulated in a specific invention or another innovation. This strategy specifically concentrates upon the promotion of change by

a. involving a change agent and emphasizing trial and evaluation by the adopter

b. structuring the change process to eliminate organizational resistance

c. diagnosing the problem and selecting alternatives

d. providing financial incentives to stimulate risk taking

174. When a new practice is assimilated into an educational system, the adopter should seek to avoid having the practice

a. cost more than the previous practice

b. require changes in personnel

c. require extensive in-service education

d. altered in unplanned ways by the users

175. The most effective communication system in an organization is one in which

a. a monthly bulletin is sent to all employees

b. a steady two-way flow of information is provided to all subsystems

c. the leader reports to the employees in regularly scheduled meetings

d. the leader maintains an open-door policy

176. Trend analysis, or the prediction of future trends based on the assessment of a state or condition over a period of time, is most often displayed as

a. a line graph

b. a bar graph

c. a scattergram

d. a histogram

177. In effectively implementing a new educational program, the supervisor first should

a. make sure all persons involved interpret goals similarly

b. spend considerable time with the staff in discussion and analysis of program goals

c. modify current activities to agree with the alteration

d. plan with the staff effective evaluative procedures to measure goal achievement

178. Of the following statements about a directory of specialized services, which is not true?

a. A directory should be revised frequently.

b. A directory precludes using inaccurate information.

c. A directory contains a rating of the quality of various services.

d. A directory provides knowledge about a wide variety of services.

179. In determining the need for a special service for a school, the supervisor will need to know first

a. the benefits of the service

b. the feelings of teachers

c. the feelings of students

d. the type of audience toward which the service is directed

180. A supervisor has conducted a workshop on various aspects of individualized instruction. In planning follow-up activities with the teachers, it would be most appropriate for the supervisor to

a. schedule with the teachers one or more observation sessions in their classrooms

b. encourage teachers to ask for assistance if needed

c. ask each building principal to write a report on each teacher's progress in the use of individualized instruction

d. visit classrooms unannounced to see whether teachers are using techniques they learned in the workshop

181. The supervisor's <u>first</u> task in orienting specialized personnel to a new situation should be to

a. explain the expected outcomes of the service

b. introduce the specialized personnel to the recipients of the service

c. explain the constraints in the new situation

d. prepare a list of services and activities used at other times with the recipients

182. The selection of alternatives in decision making is a systematic process. Which of the following steps is <u>least</u> objective in that process?

a. Gather data pertinent to each alternative

b. Define pertinent selection criteria

c. Use sound judgment in deciding on the correct alternative

d. Relate all possible constraints and limitations to each alternative

183. To make maximum use of a resource person's expertise in a short period of time, the supervisor will find it <u>most</u> expedient to

a. structure the resource person's task along specific lines

b. devise a flexible structure for the resource person

c. allow the person freedom to structure his own task

d. allow the recipients of the service to structure the task of the resource person

184. A characteristic of effective feedback procedures is

a. focusing feedback on exploration of alternatives rather than answers or solutions

b. focusing feedback on the total amount of information available

c. focusing feedback on areas of weakness rather than areas of strength

d. focusing feedback on sound judgment and experience

185. In preparing a schedule for the delivery of support services, the supervisor should be concerned first with

a. analyzing services needed for the situation

b. locating people who can provide the services

c. locating resources available for the situation

d. convincing the recipients of the need for the services

186. Which of the following is <u>least</u> likely to satisfy teachers who are over-loaded:

a. they see evidence of success in their work

b. the are paid salaries above the state average

c. they know that teachers' loads are balanced

d. they take part in decision-making on all important matters

187. A master plan for the delivery of specialized services to the schools should not include

a. services to be rendered

b. costs involved

c. persons to be served

d. activities to be performed

188. In setting up criteria for evaluating the use of support services in the school, the supervisor will find it <u>least</u> helpful to

a. consider the measurability of intended outcomes

b. describe intended results

c. relate intended outcomes to objectives

d. relate outcomes to broad, overall goals

189. In establishing criteria for evaluating the use of specialized services, the supervisor should first ask himself/herself:

a. What will the recipients of the service learn?

b. Will the service relate to the objectives of the group?

c. What are the needs of the recipients?

d. How much will the service be used?

190. During the interpretation process, an analyst can become more familiar with and develop a better understanding of unstructured data by using

a. an analysis of variance

b. intercorrelations

c. a categorization of the data

d. item analysis

191. In using the Flanders Interaction Analysis System, the analyst records

a. at the end of the class period

b. in five-minute time samples

c. each time a different child speaks

d. in three-second intervals

192. In using a classroom observation guide, it is usually best for the observer to

a. look and listen carefully, but make notes only after leaving the classroom

b. use the guide only as a general frame of reference, without writing anything

c. make a record of events in the classroom as they happen

d. write only the observer's suggestions for improvement

193. Of the following activities the supervisor might suggest to a teacher, the one <u>least</u> likely to lead to a change inthe teacher's instructional behavior is

a. videotaping one of the teacher's class sessions and suggesting that she view and analyze her performance with a reputable observation guide

b. demonstrating a teaching technique to exemplify relationships between process and products

c. encouraging the teacher to visit some other teacher's classroom

d. involving the teacher in a micro-teaching session, followed by evaluation

194. The verb in a well-formed objective must describe a process or product which can be

a. rated

b. analyzed

c. observed

d. evaluated

195. If a teacher is not familiar with techniques of planning and sequencing activities, the supervisor could offer the teacher aid by introducing her to

a. PERT

b. the Flanders Interaction system

c. the VICTOR

d. the IOTA

196. The supervisor can best work with a teacher in making individualized plans for professional growth via use of

a. a workshop session followed by individual assignments or suggestions

b. a demonstration followed by an outline of procedures for the teacher to follow

c. a supervisory conference based on classroom observations

d. a list of the teacher's strengths and weaknesses, to be signed by the supervisor and the teacher

197. In advising a teacher on developing procedures for evaluating personal growth, the supervisor would be <u>least</u> concerned with helping the teachers to

a. change affective behavior

b. change overt behavior

c. set attainable goals

d. encourage and appreciate feedback processes

198. In contrast with other school improvement efforts, the primary focus of an in-service education is on

a. changes in procedures and rules

b. changes in personnel

c. changes in curriculum

d. orientation of new teachers

199. The primary purpose of a training session is to

a. provide participants with knowledge

b. allow participants to exchange ideas on training techniques

c. help participants to reinforce learning via practice and demonstration

d. suggest better ways of teaching

200. The main goal of data analysis is to

a. evaluate processes and products

b. find support for well accepted practices

c. ascertain patterns or trends

d. provide statistical measures

201. In trying to establish readiness for in-service activities, the supervisor will find it most effective to

a. encourage teachers at every in-service session to attend the next session

b. meet with teachers to determine desirable outcomes

c. circulate a description of planned activities

d. enlist each principal's help in signing up teachers for a session

202. A better group planning session is promoted and maintained if the leader does <u>not</u>

a. take time to summarize major points of agreement as they develop

b. draw out non-participants by asking for their views

c. make evaluative comments on suggestions

d. try to clarify ambiguous points by paraphrasing

203. Which of the following is the best general policy regarding in-service training sessions?

a. Wait until all expected participants have arrived, even if some are late, before starting.

b. Have sessions evaluated by a show of hands, rather than by a written instrument.

c. Call roll at sessions, to emphasize the importance of attendance.

d. Include the starting and closing times for a session when it is first announced.

204. In introducing a speaker at an in-service training session, the most important single thing to include in the introduction is

a. something about the speaker's expertise in relation to the topic of the session

b. something about the speaker as a person -- family, hobbies, etc.

c. a joke that presents the speaker in a fictitious, but humorous light

d. a summary of the speaker's college degrees, awards, honors, and positions held

205. In identifying teachers with exceptionally strong leadership capabilities, the supervisor would be <u>best</u> advised to seek persons who

a. frequently volunteer for extra work assignments

b. are highly regarded and respected by other teachers

c. have a strong desire to become leaders

d. are good classroom teachers

206. Which of the following sequences is most appropriate for planning in-service training programs:

a. organizational arrangements, purposes, activities

b. purposes, activities, organizational arrangements

c. activities, purposes, organizational arrangements

d. purposes, organizational arrangements, activities

207. The feedback technique is least effective in

a. serving as an error-correcting device

b. serving as a reinforcement system

c. increasing the accuracy of information

d. developing proficiency in skill building

208. A well written news article for a newspaper

a. builds interest gradually, holding some of the important information for the last paragraph

b. includes some of the writer's professional opinions on important aspects of the article

c. presents a summary of the important information in the first paragraph

d. does not include information that might put the effectiveness of the local schools in question

209. Which of the following would probably be least effective in showing changes over a period of time:

a. a bar graph

b. a circle (pie) graph

c. a table of numbers

d. a line graph

210. The supervisor will find which of the following least effective in keeping the public informed about the local schools:

a. working along at an established public relations program

b. taking advantage of opportunities for favorable publicity

c. supporting a policy of asking teachers to visit students' homes

d. responding to parents and citizens who call in and ask questions about the schools

211. In the evaluation of a citizen involvement program, which of the following questions would be <u>least</u> feasible?

a. Are the teachers, administrators, and supervisors enthusiastic about the program?

b. Did the students learn more as a result of the program?

c. Did the citizens who were involved learn something important about the schools?

d. Did the citizens who were involved develop more positive attitudes toward the schools?

212. By lowering the adult-pupil ratio (fewer pupils per adult) through the use of volunteer services, which of the following would be least likely to result:

a. more teacher time spent directly on instruction

b. closer supervision of pupils on the playground and on trips

c. significant gains in pupils' scores on achievement tests

d. increased appreciation of the schools on the part of the volunteers

213. A well-developed plan for scheduling volunteer services should include

a. a list of departments in the school that may utilize the volunteer services

b. a job description of the services that are needed

c. a list of substitute volunteers who can fill in when regular volunteers are absent

d. a system for evaluating and monitoring the volunteer services

214. When interpreting data, the analyst can best produce a clear visual picture of information via use of

a. graphic representation

b. written statements

c. a table of numbers

d. item discrimination

215. The primary consideration in providing the public feedback on a community study is to

a. help clarify public opinion on policy issues

b. show the local schools in the best possible light

c. convince the public that the results of the report are important to the community

d. make a good impression via a sparkling style of writing

216. A public opinion survey revealed that opinions in one elementary school attendance area were significantly different from opinions in other areas in the school district. Which of the following would be the <u>least</u> likely cause for the difference?

a. The area was the only one sampled at night (between 7:00 and 8:30 o'clock).

b. Interviewers in that one area were not well trained.

c. That area of town is quite different from the others in racial and ethnic composition.

d. The quality of teaching in that one area is substantially different from that in the other schools.

SCORE SHEET FOR THE

NEW FORM KNOWLEDGE ASSESSMENT TEST ©

(KAT-NF-1)

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Adapted from the Original By
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with the assistance of
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Person Being Assessed _____ Date _____

Social Security Number ___-___-___ Position _____

Assessment Phase (check one)

☐ Pre-Assessment ☐ In-Progress Assessment ☐ Post-Assessment

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SCORE SHEET FOR KNOWLEDGE ASSESSMENT TEST (KAT-1)
(Circle a, b, c, or d for each item)

Critical Competencies				
A-1	1. a b c d	66. a b c d	142. a b c d	
	2. a b c d	67. a b c d	143. a b c d	
	3. a b c d	68. a b c d	144. a b c d	A-1 Number Correct _____
A-2	4. a b c d	69. a b c d	145. a b c d	
	5. a b c d	70. a b c d	146. a b c d	
	6. a b c d	71. a b c d	147. a b c d	A-2 Number Correct _____
A-3	7. a b c d	72. a b c d	148. a b c d	
	8. a b c d	73. a b c d	149. a b c d	
	9. a b c d	74. a b c d	150. a b c d	A-3 Number Correct _____
B-1	10. a b c d	75. a b c d	151. a b c d	
	11. a b c d	76. a b c d	152. a b c d	
	12. a b c d	77. a b c d	153. a b c d	B-1 Number Correct _____
B-2	13. a b c d	78. a b c d	154. a b c d	
	14. a b c d	79. a b c d	155. a b c d	
	15. a b c d	80. a b c d	156. a b c d	B-2 Number Correct _____
B-3	16. a b c d	81. a b c d	157. a b c d	
	17. a b c d	82. a b c d	158. a b c d	
	18. a b c d	83. a b c d	159. a b c d	B-3 Number Correct _____
C-1	19. a b c d	84. a b c d	160. a b c d	
	20. a b c d	85. a b c d	161. a b c d	
	21. a b c d	86. a b c d	162. a b c d	C-1 Number Correct _____
C-2	22. a b c d	87. a b c d	163. a b c d	
	23. a b c d	88. a b c d	164. a b c d	
	24. a b c d	89. a b c d	165. a b c d	C-2 Number Correct _____

Critical Competencies				
C-3	25. a b c d	90. a b c d	166. a b c d	
	26. a b c d	91. a b c d	167. a b c d	
	27. a b c d	92. a b c d	168. a b c d	C-3 Number Correct _____
D-1	28. a b c d	93. a b c d	169. a b c d	
	29. a b c d	94. a b c d	170. a b c d	
	30. a b c d	95. a b c d	171. a b c d	D-1 Number Correct _____
D-2	31. a b c d	96. a b c d	172. a b c d	
	32. a b c d	97. a b c d	173. a b c d	
	33. a b c d	98. a b c d	174. a b c d	D-2 Number Correct _____
D-3	34. a b c d	99. a b c d	175. a b c d	
	35. a b c d	100. a b c d	176. a b c d	
	36. a b c d	101. a b c d	177. a b c d	D-3 Number Correct _____
E-1	37. a b c d	102. a b c d	178. a b c d	
	38. a b c d	103. a b c d	179. a b c d	
	39. a b c d	104. a b c d	180. a b c d	E-1 Number Correct _____
E-2	40. a b c d	105. a b c d	181. a b c d	
		106. a b c d	182. a b c d	
		107. a b c d	183. a b c d	
		108. a b c d	184. a b c d	E-2 Number Correct _____
E-3	41. a b c d	109. a b c d	185. a b c d	
	42. a b c d	110. a b c d	186. a b c d	
	43. a b c d	111. a b c d	187. a b c d	E-3 Number Correct _____
E-4	44. a b c d	112. a b c d	188. a b c d	
	45. a b c d	113. a b c d	189. a b c d	
	46. a b c d	114. a b c d	190. a b c d	E-4 Number Correct _____

Critical Competencies				
F-1	47. a b c d	115. a b c d	191. a b c d	
	48. a b c d	116. a b c d	192. a b c d	
		117. a b c d	193. a b c d	
		118. a b c d		F-1 Number Correct ____
F-2	49. a b c d	119. a b c d	194. a b c d	
	50. a b c d	120. a b c d	195. a b c d	
		121. a b c d	196. a b c d	
			197. a b c d	F-2 Number Correct ____
F-3	51. a b c d	122. a b c d	198. a b c d	
	52. a b c d	123. a b c d	199. a b c d	
		124. a b c d	200. a b c d	
		125. a b c d		F-3 Number Correct ____
F-4	53. a b c d	126. a b c d	201. a b c d	
		127. a b c d	202. a b c d	
		128. a b c d	203. a b c d	
		129. a b c d	204. a b c d	F-4 Number Correct ____
F-5	54. a b c d	130. a b c d	205. a b c d	
	55. a b c d	131. a b c d	206. a b c d	
	56. a b c d	132. a b c d	207. a b c d	F-5 Number Correct ____
G-1	57. a b c d	133. a b c d	208. a b c d	
	58. a b c d	134. a b c d	209. a b c d	
	59. a b c d	135. a b c d	210. a b c d	G-1 Number Correct ____
G-2	60. a b c d	136. a b c d	211. a b c d	
	61. a b c d	137. a b c d	212. a b c d	
	62. a b c d	138. a b c d	213. a b c d	G-2 Number Correct ____
G-3	63. a b c d	139. a b c d	214. a b c d	
	64. a b c d	140. a b c d	215. a b c d	
	65. a b c d	141. a b c d	216. a b c d	G-3 Number Correct ____

DIRECTIONS FOR RESPONDING TO THE KNOWLEDGE ASSESSMENT TEST AND SCORING RESPONSES

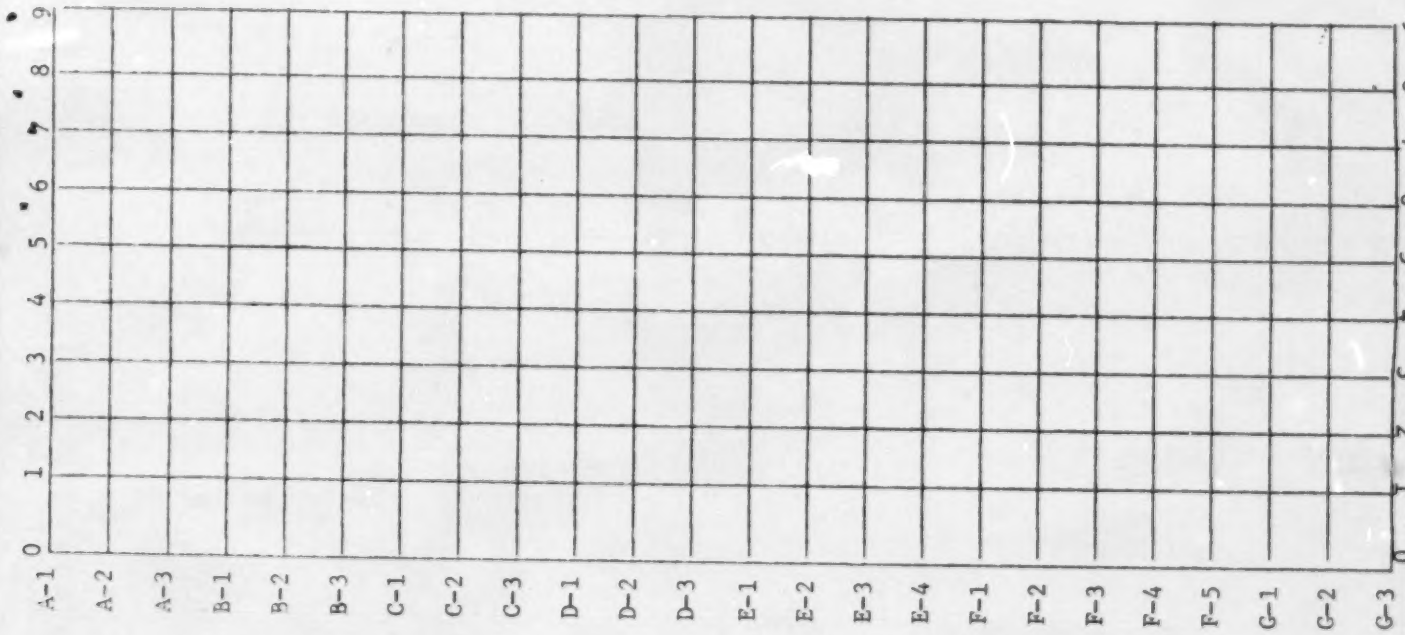
The Score Sheet for the New Form Knowledge Assessment Test (KAT-NF-1) consists of three pages containing twenty-four data matrices. Each matrix corresponds to a Critical Competency and is identified by the competency number (e.g., A-1) in the far left column. Each data matrix also contains space for (1) circling your responses to the nine test items, and (2) entering the number of items answered correctly.

Circle the letter (a, b, c, or d) that corresponds to the response alternative selected for each test item. There is only <u>one</u> correct response to each item. In some items, only one of the four options could possibly be correct; in other items, there might be a degree of correctness in more than one option, but in every item one of the options is superior to the other three, and that is the one that should be circled.

After all of the items have been answered by circling your responses, compare your answers with the correct answers indicated on the Answer Key for the Knowledge Assessment Test (KAT-2), and draw an X through each incorrect item number. Then, for each Critical Competency, enter the number correct in the space at the far right of the Score Sheet. Since there are nine items for each Critical Competency, the number correct for each one will provide a profile of relative strengths and weaknesses.

After you have entered the number of correct responses for each Critical Competency in the blanks on the Score Sheet, complete the profile at the bottom of this page. Place an X in the column above each Critical Competency designation at the point indicating the number correct. When all twenty-four X's have been correctly placed, connect them with a line, which will constitute a profile of your knowledge of the Critical Competencies.

PROFILE OF KNOWLEDGE OF CRITICAL COMPETENCIES



ANSWER KEY FOR KNOWLEDGE ASSESSMENT TEST (KAT-2)

1. d	51. a	101. a	151. d	201. b
2. a	52. c	102. d	152. c	202. c
3. d	53. b	103. d	153. b	203. d
4. b	54. c	104. b	154. c	204. a
5. b	55. a	105. a	155. b	205. b
6. c	56. a	106. c	156. d	206. b
7. b	57. a	107. c	157. d	207. d
8. d	58. c	108. a	158. d	208. c
9. c	59. d	109. c	159. a	209. b
10. a	60. d	110. a	160. c	210. d
11. c	61. a	111. a	161. a	211. b
12. d	62. d	112. b	162. c	212. c
13. c	63. c	113. a	163. c	213. b
14. b	64. b	114. a	164. d	214. a
15. a	65. b	115. a	165. b	215. a
16. d	66. d	116. a	166. b	216. d
17. a	67. c	117. b	167. c	
18. a	68. c	118. d	168. c	
19. c	69. b	119. c	169. a	
20. d	70. d	120. d	170. b	
21. a	71. b	121. b	171. c	
22. b	72. a	122. c	172. b	
23. c	73. c	123. d	173. a	
24. b	74. d	124. b	174. d	
25. b	75. a	125. b	175. b	
26. c	76. a	126. a	176. a	
27. d	77. b	127. b	177. b	
28. b	78. d	128. c	178. c	
29. b	79. b	129. b	179. d	
30. a	80. a	130. c	180. a	
31. c	81. c	131. d	181. a	
32. c	82. d	132. a	182. c	
33. b	83. d	133. d	183. a	
34. b	84. b	134. b	184. a	
35. d	85. b	135. b	185. a	
36. c	86. c	136. c	186. b	
37. d	87. d	137. d	187. d	
38. a	88. b	138. c	188. d	
39. d	89. a	139. b	189. c	
40. c	90. c	140. d	190. c	
41. c	91. b	141. c	191. d	
42. d	92. c	142. b	192. c	
43. d	93. c	143. b	193. c	
44. a	94. b	144. c	194. c	
45. b	95. b	145. b	195. a	
46. d	96. d	146. a	196. c	
47. b	97. a	147. a	197. a	
48. a	98. c	148. a	198. b	
49. d	99. b	149. c	199. c	
50. b	100. d	150. d	200. c	